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A Survey to Select Area Headings to be Included in a Handbook for School Administrators to Administer Departments of Vocational Agriculture in South Dakota

James P. Harper

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**A SURVEY TO SELECT AREA HEADINGS TO BE INCLUDED
IN A HANDBOOK FOR SCHOOL ADMINISTRATORS
TO ADMINISTER DEPARTMENTS OF
VOCATIONAL AGRICULTURE IN SOUTH DAKOTA**

By

James P. Harper

A problem submitted
to the Faculty of South Dakota State College
of Agriculture and Mechanic Arts in partial
fulfillment of the requirements for
the Degree of Master of Science
(Plan B)

August, 1956

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J.P.H.

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INTRODUCTION

South Dakota has a very rich heritage. It is her agricultural resources. Her ranking among the other states in these United States is achieved largely through her agricultural products. The use that we have made of the soil here in South Dakota has largely made South Dakota what she is today. Everything concerned with South Dakota educationally--her elementary schools, her high schools, her universities, and her colleges--derives a major part of their financial support directly from the soil. South Dakota's population has always been largely rural. The great majority of the people are engaged in agricultural pursuits of one type or another. Naturally most of those who are not directly connected with agriculture also receive the major part of their support from agriculture. It is the writer's belief that we should maintain and safeguard this heritage. How can we accomplish this? The answer to this question, in part, is to establish the proper and necessary vocational agricultural departments in our high schools. To ignore this situation is to destroy this heritage.

It is the writer's belief that South Dakota educators recognize this fact. We now have approximately 75 vocational agricultural departments operating in the State of South Dakota. The communities where these high schools are located have invested a considerable amount of money in vocational agriculture to see that this heritage is maintained. With this fact in mind, and having taught out in the field of vocational agriculture in South Dakota, the writer felt a need for a handbook to assist superintendents in their establishment of a vocational agricultural

department. The superintendent who already has a vocational agricultural department can be helped to establish better working conditions and relations between himself and the vocational agricultural instructor in order to improve on the plant that already exists in his school.

Educators as a whole are well aware of the problems that are a constant source of irritation to their systems. An attempt is being made to establish a handbook for superintendents that perhaps will get at the source of some of these problems and at the same time offer suggestions on how to remedy the situation. We in the vocational agricultural educational field are aware of these problems.

This paper is the first phase in an attempt to establish a vocational handbook for superintendents, with special emphasis on vocational agricultural education. It in no way will attempt to solve all the problems relative to vocational agriculture that plague a superintendent in his school system. Some friction has arisen between vocational educational fields and other educational areas. The writer is concerned only with the problems of administering the high school vocational agricultural program.

The writer is under the impression that no specific book dealing with these particular problems has ever been written. In a preliminary survey directed to some of the state supervisors of vocational agriculture in the various states throughout the United States, no such book was discovered. The writer did, however, receive a number of leaflets, pamphlets, handbooks, and other material that can be used.

The writer of this problem taught vocational agriculture for two years prior to starting work on his master's degree. In the two years

that he taught, he realized immediately that there were problems in the field of vocational agriculture and other phases of our educational program. The writer thought there should be something done in a constructive way to help the superintendent solve these problems if at all possible.

In this study the writer is attempting to find a few of the problems that confront the teacher of agriculture and the superintendent. It is believed that the constant moving and shifting of vocational agricultural instructors from our smaller high schools can be somewhat relieved through a study of this particular type. In a study by Clarke¹, a former vocational agricultural instructor in South Dakota, it appears that, although salary was the primary problem, there were also other problems that caused vocational agricultural instructors to leave the profession. One of these problems was the lack of cooperation on the part of the administration. The writer realizes that it is practically impossible to solve all of the problems that cause teachers to move from one position to another, but certainly an attempt to try to cut down the number of moves is possible. The fact that these moves are being made each year should be of utmost interest to everyone concerned in education. Anything that will help to relieve this situation would certainly be welcomed by most of the educators, providing,

1. Lester A Clarke, Why Former South Dakota Teachers of Vocational Agriculture Left the Profession in South Dakota 1946 Through 1953, A problem presented to the Faculty of South Dakota State College of Agriculture and Mechanic Arts in partial fulfillment of the requirements for the Degree of Master of Science, September, 1954.

of course, that it is given in a constructive manner. Most of the problems that arise stem from misunderstandings. Therefore, an attempt at eliminating these misunderstandings should be made.

In the early days of vocational agriculture the erroneous belief prevailed in some quarters that it was a course intended for boys not capable of doing satisfactory work in academic courses. The writer believes that this belief still exists to a certain extent. Vocational agriculture is not designed to meet the needs of backward students, although the course may sometimes attract and hold boys who have heretofore, due to lack of interest, done failing work in academic studies. Certainly the boy who does failing work in academic subjects but has a high degree of motor ability and mechanical skills can very readily adapt himself to the agricultural program and certainly receive some benefit. It does not mean, however, that a boy will be proficient in the entire program. It does mean that he will be well adapted to that phase of the program which requires motor and mechanical skills. Agriculture is a highly capitalistic and highly competitive business today. Only the most intelligent and skillful may hope for much success in agricultural pursuits. It, therefore, would automatically eliminate those that are unable to become entirely proficient in the entire field. Occasionally the mistake is made of guiding a boy into vocational agriculture who does not have the farm background that is absolutely necessary to his becoming proficient.

It is possible that conditions might become somewhat strained between the vocational agricultural instructor and the administration.

It is, therefore, possible for misunderstandings to arise. One has little control over most of the matters which cause these misunderstandings. Knowing that they exist should make it possible to take positive action in order to smooth over the difficulties that arise. It is very easy to give the impression that one considers his program and his department not an integral part of the school but something separate and different. There are many things that contribute to this. The vocational agricultural program is almost entirely separate and certainly is entirely different from the regular secondary school program. It requires transportation facilities for the instructor and students. It requires special rooms and special equipment. It is subsidized by special state and federal funds. It is one of the few programs in the secondary schools that has special supervision given by special supervisors. It is not uncommon for the agricultural department to have a separate building with classroom, shop, and other facilities contained therein. Often it is located away from the other school buildings. In contrast with most of the other teachers, who must remain in the classroom or on the grounds until the official day is over, the vocational agricultural instructor's job may require that he leave the school grounds several times during the day and that he leave before the school closes. Sometimes his duties conflict with scheduled functions, teachers meetings, and other school activities. It is entirely possible that he is unable to attend these meetings. The principal may not be familiar with the agricultural instructor's special field, and because of this he may give the instructor little supervision and make few visits.

These things tend to set the agricultural department apart from the rest of the regular school program.

The agricultural instructor's training, background, and experience are different from those of the administrator and the other faculty members of the school. It is possible that the superintendent attended a liberal arts college while the vocational agricultural instructor probably went to a college of agriculture. The same thing would be true of the principal and the other teachers on the staff. Because of the contact work in the community, the agricultural instructor may be more widely acquainted than the principal or the superintendent. The agricultural instructor visits the homes of the parents of practically all of the students in his classes. His job also brings him in contact with many of the prominent citizens in the community, such as the banker, the editor of the local paper, the hardware dealer, the feed dealer, the county extension worker, the agricultural representatives of the state and federal government, and many others. His department and the FFA Chapter may sometimes get more publicity than the rest of the school receives. There is no doubt that the agricultural instructor is more public relations minded than other teachers on the staff.

REVIEW OF LITERATURE

Much has been written concerning the vocational agricultural departments of high schools in regard to equipment, textbooks, size of classroom, size of shop, instructors' qualifications, and curriculum. However, very little has been written concerning summer programs, instructors' conferences, recreational trips, transportation, Future Farmers of America, field trips, and professional improvement.

All of these represent area headings that are to be used in a handbook that will be developed for superintendents. This handbook is to be developed with particular emphasis on the establishment of vocational agricultural departments. These area headings are a necessary part of a vocational agricultural program. In some respects they have caused considerable difficulty.

The best study the writer has been able to review so far is a survey by Bjoraker, James, and Sasman². The questionnaire, sent to administrators of vocational agricultural departments, consisted of three parts: training and experience of the administrator, training and experience of the instructor, and evaluation of the program of agriculture. This study shows that the administrators had sufficient experience to warrant validity of the opinions they expressed. It was of interest to note the farm experience which administrators had, a fact possibly overlooked by many vocational agricultural instructors. Nearly two-thirds of

2. Walter A. Bjoraker, J. A. James, and Louis M. Sasman, A Survey of Administrators and Vocational Agricultural Teachers Background and Experience, State Department of Vocational Agriculture, University of Wisconsin, 1953.

the administrators questioned had had varying degrees of farm experience.

Experience and training of the administrators shows that they are well prepared for their duties: administrative experience, 12.41 years; classroom teaching experience, 14.7 years; professional training, only six per cent had not done graduate work; tenure in present school system, 9.1 years; and supervising a vocational agricultural department, 9.5 years.

The training and experience of the vocational agricultural instructor in comparison is considerably different. The instructors have been slow in obtaining their master's degrees. Only 27.5 per cent of those not having their master's degrees have done graduate work beyond the bachelor's degree. The average years of teaching experience of the instructors was a little less than eight years. Only 11 of the 87 had 15 or more years of teaching experience.

This study shows that administrators as a whole are in a better position to judge the over-all vocational agricultural program than the instructors they employ in their systems.

In evaluating the program of vocational agriculture, the study shows that the agricultural department aids the total over-all school program by attracting farm boys to the school, providing a vocational type of education, and interesting the parents in the school. A strong vocational agricultural program is affected most by having adequate shop and classroom facilities, a well-planned and executed system of farm program supervision, and not allowing any student to enroll in vocational

agriculture unless he carries on a satisfactory farming program. The strongest points of the agricultural department were considered to be the type of program carried on (vocational in nature is implied), the instructor, the facilities provided by the school for the department, and the Future Farmers of America activities. The study also shows that the weaknesses were lack of adequate facilities, the ability of the instructor, and the time demands made on the total school curriculum. The administrator felt that a person who was about to assume the supervisory duties of an agricultural department for the first time should attempt to familiarize himself completely with the program. The instructor should make a constant effort to keep the administrator informed of all departmental activities. It was noted that the agricultural instructor failed to keep the administrator properly informed, either orally or in writing, as to his plans and activities. The administrator should have more personal invitations to attend and participate in the department activities, including classes and farm visits with the vocational agricultural instructor.

The administrators felt that, if the vocational agricultural instructor was going to do the job satisfactorily, adequate facilities must be provided, and that the instructor would have to make sufficient calls on farm people he serves in order to have a sound farming program with his students.

The administrators felt that the instructor himself was the prime consideration as to whether the department would serve its mission or not. "A good instructor would carry out a strong program against

many handicaps, but a poor one might never succeed with the best of facilities and cooperation."³

If the instructor expects to have complete cooperation of the administrator, he must include him in all of the departmental activities. The agricultural department must be a part of the total school program.

The recommendations made by the writers of the study are noteworthy. These recommendations parallel the writer's thoughts completely. They are so pertinent that they are quoted below:

1. More effort should be made by the schools to help or encourage their agricultural instructors to do graduate work either towards or beyond their master's degree.
2. Schools should consider the possibility of furnishing the best possible facilities for the vocational type of training the agricultural department offers.
3. Agricultural instructors should be informed of the great emphasis placed upon farm visitation and home supervision by the administrators.
4. Recognition should be given to good instructors and greater effort made to retain their services in the teaching field.
5. The agricultural instructors should make greater efforts to keep their administrators better informed of the activities and plans of their department.
6. The instructors should be made to realize by the teacher training institutions and the administrators that their department is not a separate institution but an integral part of the total school program for which the administrator is responsible.
7. The administrator and other teachers in the school system should be brought to realize that the nature of the duties of the agricultural instructor requires that he must be away from the school on many occasions.

3. Ibid., p. 3.

Aebischer and Bjoraker⁴ in their study of the summer program of an instructor in vocational agriculture made some very interesting observations as to a suitable program for a vocational agricultural instructor. There is no doubt that every vocational agricultural instructor at sometime has been asked, "What do you do in the summer time?" The writer suspects that the administrator is also asked, "What does the vocational agricultural instructor do in the summer time?" An effective program which receives the constant and thoughtful attention of an instructor is the only satisfactory answer. A vocational agricultural instructor can ask himself this question: "What are the primary responsibilities of the agricultural instructor during the summer months?" He will probably come up with such answers as supervising farm projects, improving himself professionally, maintaining an effective program of public relations and publicity, developing the interest of prospective students, interesting adult farmers in adult farm classroom activity, revising his yearly and lifelong program of work, determining the strength and weaknesses of his present program, determining the needs created by changing conditions, formulating new programs after securing approval from the administrator, and keeping up on Future Farmers of America activities.

Again the vocational agricultural instructor can ask himself, "What are the secondary summer responsibilities of an instructor's agri-

4. Dale Aebischer, Walter T. Bjoraker, The Summer Program of an Instructor in Vocational Agriculture, pp. 1-5.

cultural program?" He can organize instructional facilities and resources for the coming year, assist the administration of local and county fairs, provide educational services not ordinarily a part of the instructional program, prepare individuals for participation in competitive events such as fairs and contests, and assist with recreational activities of Future Farmers of America and other organized trips, picnics, and games.

When he has finished with the primary and secondary responsibilities, what additional responsibilities should an instructor have for a summer program? He can include such things as administrative duties or services to the administrator, service to individual farmers, and perhaps construction and maintenance work about the agricultural shop.

Scheduling has become a very touchy subject with school administrators in some instances, especially in the smaller schools that find it necessary to have as broad a program as is feasible. A broad, well-supervised farming program is a very necessary part of the vocational agricultural instructor's schedule.

This is pointed out very well in the pamphlet published by the Nebraska State Board of Vocational Education⁵ entitled, "The Nebraska State Plan for Vocational Education." If a boy is to "grow into farming" rather than to "go" into farming he must be properly supervised. A supervised program of farming lasting throughout the entire period of the boy's "growth into farming" can be properly made only when the vocational agricultural instructor is given the necessary time. This

5. Nebraska State Board of Vocational Education, The Nebraska State Plan for Vocational Education, State of Nebraska, 1947-1952.

period starts with the acquaintance of the vocational agricultural instructor with the boy before he enters high school and continues long after he graduates. It should be the policy of the school to use the agricultural teacher's time not scheduled in vocational agricultural teaching in planning and supervising the farm programs of high school students, young farmers, and adult classes. In no case should an agricultural instructor be given a rigid schedule for extra-curricular or non-vocational teaching duty. The last periods at the close of the day should not interfere with or prevent needed supervisory activities and necessary farm and home contacts and services.

Throughout the survey by Bjoraker, James, and Sasman⁶, it was noted that the federal regulations of the department program caused considerable inconvenience and hardship on some schools due to the time demands and scheduling problems.

It is entirely possible that the vocational agricultural instructor can be in a vocational agricultural department with only 25 boys. On the other hand, the science teacher handles 75 students, takes tickets at the basketball games, and has a study hall period. The science teacher might not understand these conditions upon reviewing the salary schedule. He then compares his teaching load with the vocational agricultural teaching load and decides that somehow there is an injustice. If this situation is carefully analyzed, however, one can come up with the correct solution. This is just an example of the many situations arising with which the administrator has to cope.

6. Walter J. Bjoraker, J. A. James, and Louis M. Sasman, op cit.

It is realized that, in the matter of scheduling, federal regulations cause hardships in some cases. We must not, therefore, lose sight of the fact that industrial arts, home economics, vocational agriculture, and other vocational courses are vocational courses in nature rather than purely academic such as political science, social studies, and English. It is therefore rather difficult to schedule such courses without due consideration of the type of courses in which one is working.

Vocational Division Bulletin #243⁷ is a complete booklet on the development, use, and value of advisory councils, with special reference to vocational agriculture. It is of utmost importance for boards of education that have departments of vocational agriculture in their schools to foster good public relations between the townspeople, farmers, agricultural organizations, service clubs, and all other organizations that one will find in a rural community. Advisory councils and committees are comprised of laymen who represent all the community interests with the desire to cultivate and develop school policy and program beneficial to the community, surrounding territory, and people therein. The general purposes of an advisory council are numerous, and the program they plan should be consistent with the objectives of vocational agriculture. These objectives are: to make a beginning and advance in farming, to produce farm commodities efficiently, to market farm products advantageously, to conserve soil and other natural resources, to manage a farm business, and to maintain a favorable environment.

7. Federal Security Agency, The Advisory Council for a Department of Vocational Agriculture, pp. 1, 2, 7.

The success of a local department of vocational agriculture is dependent upon having a complete program in agricultural education that meets the needs of all the rural people in the community. However, the success is often measured by the particular activities which the department has participated in meritoriously and which are often highly publicized. The favored activity in most instances is one in which the instructor has special abilities and, therefore, is over-emphasized in training his students. Unfortunately, in too many instances an undue share of the instructor's time is devoted to such a favorite phase of the educational program offered, and as a result, the farmer training program becomes unbalanced.

One of the outstanding advantages in having an advisory committee or council is the continued stabilization of the vocational agricultural department and its program when changes occur in either the instructional or administrative staff. The new administrator or the new teacher is assisted to a successful beginning by maintaining a continuous program in agricultural education, which includes those worthwhile objectives started by the preceding teacher. Certainly an advisory committee or council can very readily bring the new administrator or the new teacher up to date very rapidly. The council or committee is in a very favorable spot and can review the total over-all program with the new administrator or the new teacher.

Byram⁸ made this summary of his survey:

That groups of citizens interested in the agricultural educational program can be organized in the form of advisory councils for the public schools of Michigan. It was further shown that there are rather clear-cut principles and practices which should and do meet with majority approval and use in schools that

8. H. M. Byram, A Report of Survey on Advisory Councils for Departments of Vocational Agriculture in Michigan, p. 6.

were surveyed. It was very clear that it was important to have a thorough understanding of purposes and functions of such an advisory group on the part of the superintendent, teacher, and the board of education. The board of education should always adopt policies within which councils should operate. Members of the staff in agricultural education at Michigan State College were very cooperative and gave very good assistance as consultants to teachers, superintendents, and school boards of education in reference to advisory councils. And on request in the future would be very happy to give such continued service as they have in the past. It was found that it was highly advisable for school boards, teachers, and administrators seeking to set up an advisory council to consult other schools having or planning on having an advisory council, and to visit other schools that have advisory councils in operation.

The activities of a local chapter of Future Farmers of America constitute an integral part of the program of vocational agriculture. Sufficient time should be allotted in the agricultural instructor's program for him to be the advisor and supervisor of the program and the activities of the Future Farmers of America.

The most extensive part of the vocational agricultural program, next to farm supervision, is the development of local community leadership. This development can be accomplished only through the activities of the Future Farmers of America.

We find in the official manual for Future Farmers of America⁹, "The Aims and Purposes of the Future Farmers of America." The first aim and purpose of this great organization is to develop confident, aggressive rural and agricultural leadership. The primary aim of the Future Farmers

9. _____, Official Manual for the Future Farmers of America, p. 10.

of America is the development of agricultural leadership, cooperation, and citizenship. Some of the other specific purposes are to create and nurture a love of country life, to strengthen the confidence of farm boys and young men in themselves and their work, to create more interest in the intelligent choice of farming occupations, to encourage members in the development of individual farming programs and establishment in farming, to encourage members to improve their farm homes and surroundings, to participate in worthy undertakings for the improvement of agriculture, to develop character, to train for useful citizenship, to foster patriotism, to participate in cooperative effort, to encourage and practice thrift, to encourage improvement in scholarship, and to provide and encourage the development of organized rural recreational activities. How can you have vocational agriculture and not have the Future Farmers of America? Leadership is first recognized and then taught in the classroom, practiced in the school and community, and later made proficient by actual use as a community leader. From this one can easily gather that vocational agriculture and the Future Farmers of America are absolutely inseparable.

PURPOSE

A superintendent of qualified academic experience will not always have readily available the answers to the questions that arise in setting up a vocational agricultural program. Some of the areas that administrators inquire about are: the legal aspects, scheduling of classes, the physical plant, and adult programs. In some instances there are misunderstandings between the principal, superintendent, and vocational agricultural instructor.

This study was prompted by the fact that the writer's first two years of teaching experience were under a superintendent who for the first time experienced having a vocational agricultural department in his school system. It was further prompted by other agricultural instructors who expressed their feelings about working in systems where misunderstandings existed. The writer immediately asked, "Why can't we clear up these unfortunate misunderstandings? Why can't we show the vocational agricultural instructor the superintendent's problems, and the superintendent how the vocational agricultural instructor operates?" However, the main purpose of this paper is an introduction to a handbook to be written at some later date when sufficient material has been accumulated and other studies have been initiated that will make it feasible.

PROCEDURE

The first problem in writing this paper was to make a list of area headings that the writer thought should be included in a handbook of this nature. A list of experienced superintendents was selected who had had considerable experience with vocational agricultural departments in their school systems. These superintendents who were selected were sent a questionnaire which they were to complete and return. The superintendents included in the list were from schools in South Dakota. The writer decided that it would also be necessary to include a list of experienced and qualified vocational agricultural instructors who would also be sent a questionnaire and check-list. Vocational agricultural instructors with not less than four years' teaching experience were selected. The check-list (Appendix A) was mailed to the superintendents, and their return was gratifying. Twenty-four out of 27 superintendents returned the check-list. This is a return of 88 per cent. A check-list and questionnaire was mailed later to vocational agricultural instructors (Appendix B). Again the return was very gratifying. Thirty-five out of 39 vocational agricultural instructors returned the questionnaire and check-list. This return was 89 per cent.

The final step was tallying the returns. The returns from the administrators were tallied, and tables were made revealing the results. The returns from the vocational agricultural instructors were also tallied, and several tables were made to reveal the results.

RESULTS OF THE STUDY

The suggested list in Table I shows the areas to be included in the proposed administrative handbook and the responses received from superintendents. The results show that all of the areas that were suggested are important and should be included in the handbook.

Also, space was provided on the questionnaire for suggested areas not included in the proposed list. Several superintendents responded that the proposed list was quite complete. Others responded with the following suggested areas:

1. The vocational agricultural teacher's responsibility to the administrator, school board, and community.
2. Provisions for a vocational agricultural department library and a suggested list of periodicals.
3. Provisions for purchasing and financing materials purchased for projects when no lumber yard and iron works exist in the community.
4. Budget for a vocational agricultural department.
5. Veterans' training program.

The writer analyzed the responses as noteworthy, but closer scrutiny shows that suggestion number two would be included under the area heading physical plant. The State Department of Public Instruction at Pierre has such a list. Suggestion three is a local problem and therefore should not be included in the handbook. Suggestion four is a local problem, and therefore a proposed budget will not fit all of the departments and would of necessity have to be a guide. It could well be included in the area heading legal aspects. Apropos suggestion five, veterans' training program, is entirely separate from vocational agriculture in South Dakota and would

not be included in the handbook. There is, however, much material on veterans' programs in several of the state departments. In the State Department of Public Instruction at Pierre, South Dakota, there is a complete guide book for establishing veterans' programs in schools in South Dakota. Suggestion number one is of primary importance and will be included as an additional area heading. The writer's introductory remarks in this paper are suggestive and indicate that such a chapter is necessary.

TABLE I. RESPONSE FROM SUPERINTENDENTS TO THE SUGGESTED LIST OF TOPICS THEY THOUGHT SHOULD BE IN THE PROPOSED ADMINISTRATIVE HANDBOOK.

AREA HEADINGS	RESPONSE	
	Exclude	Include
Legal Aspects	3	21
Physical Plant	0	24
Curriculum and Scheduling	0	24
Future Farmers of America	2	22
Supervised Farming Program	0	24
Adult Education	2	22
Travel Arrangements	0	24
Contracts	0	24
Field Trips	0	24
Recreational Trips	7	17
The FFA Convention and Judging Contest	1	23
Professional Improvement	3	21
Summer Programs	0	24
Superintendent's and School Board's Responsibility	2	22
Setting up an Advisory Council	8	16
The Principal's Position	7	17

On the questionnaire mailed to superintendents, space was provided for not more than five pertinent questions relative to establishing a

vocational agricultural department. The response was good; nine superintendents failed to comment as compared with 15 who listed some questions. The results of that response are shown in Table II. A list of the statements that the superintendents made on the questionnaire is also found in Table II. This table shows the number of times the same questions or like questions appeared. Statement number two is an

**TABLE II. RESPONSES FROM SUPERINTENDENTS
FOR STATEMENTS THEY THOUGHT
MOST PERTINENT IN SETTING UP A
VOCATIONAL AGRICULTURAL DE-
PARTMENT.**

LIST OF STATEMENTS	THE NUMBER OF RESPONSES PER STATEMENT
No comments	9
Classes missed by Ag boys while on field trips, contests, meetings, and conventions	1
A procedure to be followed in setting up a vocational agricultural department	4
A guide to follow for the amount of space necessary for a vocational agricultural department	8
Minimum requirements for number of boys to begin a vocational agricultural department	4
Scheduling	8
Equipment, supplies, etc.	8
Provisions for transportation, field trips, etc.	3
Projects concerning boys who live in town	3
Adult education program	2
Availability and qualifications of vocational agricultural instructors	7
Legal aspects	6
FFA activities	2
Summer program	2
Recreational program	2
Explanation of the 11 months' program	1

administrative function and should be handled by the administrator. What procedure should be followed in setting up a vocational agricultural program? This question was asked four times. Questions four, six, and seven were repeated eight times. Question 13 was repeated six times. From the various responses that the writer received he has concluded that these questions add further weight to this problem and substantiate the sixteen area headings that were selected.

A check-list exactly like the one sent to the administrators was mailed to vocational agricultural instructors in South Dakota.

The vocational agricultural instructors' responses to the suggested area headings are summarized in Table III. Of the 35 returns

TABLE III. RESPONSE FROM VOCATIONAL AGRICULTURAL INSTRUCTORS FOR AREA HEADINGS TO BE INCLUDED IN AN ADMINISTRATIVE HANDBOOK.

AREA HEADINGS	RESPONSES	
	Negative	Positive
Legal Aspects	3	32
Physical Plant	2	33
Curriculum and Scheduling	1	34
Future Farmers of America (FFA)	0	35
Supervised Farming Program	0	35
Adult Education	1	34
Travel Arrangements	2	33
Contracts	1	34
Field Trips	0	35
Recreational Trips	1	34
The FFA State Convention and Contests	0	35
Professional Improvements	3	32
Summer Programs	1	34
Superintendent's and School Board's Responsibility	1	34
Setting up an Advisory Council	2	33
The Principal's Position	2	33

there were never more than three negative responses to an area heading. Area headings numbers four, five, nine, and 11 received no negative responses. The administrators' returns and vocational agricultural instructors' returns were identical in this respect. No conclusion can be made from this identical response. Twenty-six of the vocational agricultural instructors responded that all of the area headings should be included. It is the writer's conclusion from the responses received from the administrators and the vocational agricultural instructors that all of the area headings should be included in the handbook. The last page of the check-list asking for pertinent questions of the administrators was purposely omitted when mailed to the vocational agricultural instructors. Several comments were received from the vocational agricultural instructors concerning the request for suggestions of additional area headings that might be added to the handbook. The area heading "Contracts" received several comments. Some of the vocational agricultural instructors felt that there is quite a wide discrepancy in contracts regarding mileage and salary arrangements.

A comment concerning the use of the agricultural shop will be covered in the area heading, "Physical Plant". Here the area heading can be changed to read "Physical Plant Requirements and Usage". It might be worthwhile to mention here that the area headings are only suggested areas that the handbook should cover. "Stress the value of judging trips" is a noteworthy comment. This area is a very valuable and necessary part of the program and can be covered in two area headings, "Curriculum and

Scheduling" and "Future Farmers of America". Twenty-six instructors made no comment as to additional area headings to be used. Six of those who approved the entire list made additional suggestions and comments. The suggestions of the six instructors who approved the entire list have been analyzed. No comment is necessary.

Curriculum and Scheduling

There is evidence to support the fact that administrators seek the advice of the vocational agricultural instructors regarding curriculum and scheduling as shown by Table IV. Twenty-seven of the instructors responded that the administrators and principals consult them regarding scheduling and the curriculum. The results show that 34 instructors felt that they had the necessary knowledge of curriculum and scheduling to give advice in these areas if called upon to do so.

TABLE IV. RESULTS OF THE QUESTIONNAIRE FROM VOCATIONAL AGRICULTURAL INSTRUCTORS CONCERNING SCHEDULING AND CURRICULUM.

QUESTIONS	RESPONSES	
	Yes	No
1. Are you ever consulted by the superintendent or principal in schedule making?	27	8
2. Is your knowledge such that you are able to advise the superintendent and principal if you were called upon to do so?	34	1
3. Does the superintendent ever seek your advice or inquire about the vo-ag curriculum?	33	2

Future Farmers of America

The Future Farmers of America (FFA) as an organization does not interfere with the established school program and schedule (Table V). The Future Farmers of America is a non-profit, self-supporting organization. In the quest for funds it is possible to interfere with the regular school schedule. Results show that there is no evidence to support this contention.

**TABLE V. RESULTS OF THE QUESTIONNAIRE
FROM VOCATIONAL AGRICULTURAL IN-
STRUCTORS CONCERNING FUTURE
FARMERS OF AMERICA (FFA).**

QUESTIONS	RESPONSES	
	Yes	No
1. Have your fund-raising campaigns interfered with other units in your school system?	6	29
2. Is your superintendent opposed to group projects such as (a) 10 acres of potatoes, (b) planting a tree claim, (c) building a hog house on a member's farm?	4	29
3. Is your school board opposed to group projects such as listed in question 2?	0	28
4. Do your FFA activities interfere with other school activities?	5	30
5. Have you encountered trouble in storing group projects, supplies, materials, etc., in the ag shop?	20	15
6. Are you having a difficult time establishing the fact that the vo-ag class work and FFA are inseparable?	9	26

Adult Educational Program

The adult educational program in our South Dakota schools has not progressed as rapidly as it has in our neighboring states. It can be seen in Table VI that most of the vocational agricultural instructors felt that receiving extra remuneration was not an opposing factor in getting an adult program started. Twenty-six instructors responded that they experienced no difficulty in getting the superintendent's approval.

**TABLE VI. RESULTS OF THE QUESTIONNAIRE
FROM VOCATIONAL AGRICULTURAL
INSTRUCTORS CONCERNING ADULT
EDUCATION.**

QUESTIONS	RESPONSES	
	Yes	No
1. Are you having difficulty in getting the superintendent's approval in order to start a program?	7	26
2. Do you feel that the school should give you additional remuneration for the adult program?	24	8
3. If so, do you feel that in seeking additional remuneration for the program that this is the main factor in the opposition to an adult program?	2	22
4. Do your school board and superintendent recognize the value and need for an adult program of education?	18	13

When asked if they felt that the school board should pay them additional salary for an adult program, 24 responded yes as compared with eight negative responses, while three made no comment. In recognizing the

value of the adult program, 13 of the instructors felt that the school board and superintendent failed to recognize the value or need for such a program. Eighteen instructors responded that the school board and the superintendent do recognize the value and need of adult education.

Travel Arrangements

In reviewing the over-all travel arrangement picture in our South Dakota schools, the writer becomes more concerned day by day. Much of the transportation is furnished by private cars. Of the 35 schools represented by the vocational agricultural instructors, 28 transport their students by passenger car and 12 by bus. Some of the schools use both passenger cars and buses. The failure to reorganize the tax base, lack of school organization, lack of population, and lack of industrial taxes place a squeeze on money available to schools in South Dakota, and

**TABLE VII. RESULTS OF THE QUESTIONNAIRE
FROM VOCATIONAL AGRICULTURAL
INSTRUCTORS CONCERNING TRAVEL
ARRANGEMENTS.**

QUESTIONS	RESPONSES	
	Yes	No
1. Are you receiving mileage for extra trips such as the judging school at John Morrell and Co., the agricultural teachers' summer conference, and extra judging trips?	26	9
2. As the vo-ag instructor are you receiving any extra remuneration for your expenses other than mileage?	10	24

as a result sufficient money is not readily available for buses. The study shows that several methods are used to pay for private transportation. Twenty schools use school district money, three use the student fund, 18 use the Future Farmers of America fund, and four schools let the parents pay the cost. Some schools use a combination of one or more of the methods mentioned. Twenty-six out of 35 instructors receive extra mileage for trips such as summer conferences, district meetings, and judging trips. On the trips away from school 10 instructors receive expenses other than mileage, while 24 instructors do not. These results may be found in Table VII.

Recreational Summer Trips

Recreational summer trips when handled correctly can be very educational and beneficial to the over-all agricultural program. Twenty-three vocational agricultural instructors were in favor of the trips as compared with 13 who did not favor the trips. Twenty of the instructors felt that the administrators were in favor of such trips, but 14 of the instructors responded that the superintendent was not in favor of the trips (Table VIII). The response to question number three, concerning the relationship of the recreational to the educational aspects of the program, resulted in 24 positive, 10 negative, and one no comment. Approximately two-thirds of the vocational agricultural instructors and administrators were in favor of the recreational program, while approximately one-third were not in favor of the program. There is some evidence here to show that a considerable number of administrators and instructors are not in favor of this program. Evidently it will be

necessary to make further study in this particular area to bring out the facts more clearly.

**TABLE VIII. RESULTS OF THE QUESTIONNAIRE
FROM VOCATIONAL AGRICULTURAL
INSTRUCTORS CONCERNING RECRE-
ATIONAL SUMMER TRIPS.**

QUESTIONS	RESPONSES	
	Yes	No
1. Are you in favor of these trips?	23	12
2. Does the superintendent approve of these trips?	20	14
3. In your opinion do these trips for recreation tie into the vo-ag program's educational aspects?	24	10

Summer Program

The study of the summer program revealed an interesting situation. Thirty of the 35 vocational agricultural instructors believe it is necessary to sell their summer program of work, while four did not think it was necessary. Eighteen of these instructors found it rather difficult to sell their program of work. Fifteen instructors said they did not find it difficult. Twenty-one instructors always turned in a complete itinerary and agendum, while 13 did not. By their own admission of failing to turn in a complete itinerary and agendum, they are defeating their own program. It is the writer's firm belief that the best way to sell the program is to turn in a complete itinerary and agendum, make

sure that it is followed, and turn in a mileage report and schedule of time to back it up. These results are revealed in Table IX.

**TABLE IX. RESULTS OF THE QUESTIONNAIRE
FROM VOCATIONAL AGRICULTURAL
INSTRUCTORS CONCERNING THE
SUMMER PROGRAM.**

QUESTIONS	RESPONSES	
	Yes	No
1. Do you think it is necessary to sell your summer program to the community, superintendent, and school board?	30	4
2. Has it been difficult for you to get most people to accept your summer program as an essential part of your job?	15	18
3. Have you ever turned in a complete itinerary and agendum of your summer program?	21	13

Superintendent's and School Board's Responsibility

Most of the instructors felt that it was the responsibility of the superintendent and school board to take an active part in the vocational agricultural program. Twenty-nine of the instructors invited either the superintendent, the principal, or a school board member to accompany them on some of their trips. Six instructors did not invite the administration to accompany them on trips. Thirty-one of the instructors thought it was desirable to invite a school board member to accompany them on some of their trips. Four instructors did not think it was necessary. In the majority of cases, the administrators have been accompanying the

instructor on some of his trips. Seventeen instructors responded that the school board members when asked had accompanied them. Eight school board members had refused. Twenty-four instructors said that the superintendent or principal had not refused to accompany them on trips, as compared with seven instructors who said that the superintendent or principal had refused. These figures are revealed in Table X.

**TABLE X. RESULTS OF THE QUESTIONNAIRE
FROM VOCATIONAL AGRICULTURAL IN-
STRUCTORS CONCERNING SUPERIN-
TENDENT'S AND SCHOOL BOARD'S
RESPONSIBILITY.**

QUESTIONS	RESPONSES	
	Yes	No
1. Do you think it is desirable for a school board member to accompany you on some of your trips?	31	4
2. Do you ever invite the superintendent or principal to accompany you on your trip?	29	6
3. If so, have the board members repeatedly refused to go with you on your trips?	8	17
4. Has the superintendent or principal repeatedly refused to go with you on trips?	7	24

SUMMARY AND CONCLUSIONS

Twenty-seven administrators from schools in South Dakota having a vocational agricultural department were contacted concerning problems relative to establishing a vocational agricultural department. From these 27, 24 administrators responded. These administrators were selected on the basis of their experience in working with vocational agricultural departments.

Appendix B contains a check-list of proposed area headings to be used in a handbook for administrators. The administrators were asked to check those area headings they thought would not be necessary in the handbook. Eight of these superintendents approved the list of 16 area headings. The remaining 16 administrators suggested deleting various area headings as shown by Table I. It was suggested at the bottom of the check-list that the administrators suggest any area headings they thought might be necessary that had not already been included in the submitted list (Appendix B). The following suggestions were made:

1. The vocational agricultural teacher's responsibility to the administrator, school board, and community.
2. Provisions for a vocational agricultural library and a recommended list of periodicals.
3. Provisions for purchasing and financing materials purchased for projects when no lumber yard and iron works exist in the community.
4. Budget for a vocational agricultural department.
5. Veterans' training program.

From these suggestions the writer selected number one as noteworthy. This area heading, the writer has concluded, is worthy of a chapter heading in the proposed handbook. It was further suggested that the

administrators list not more than five questions they thought would be pertinent to establishing a vocational agricultural department. Table II covers these suggestions and reveals their results. All of these suggestions were noteworthy and served to establish the fact that the area headings are essential and that the suggested material would be covered in the handbook under these particular headings.

A similar check-list was submitted to 39 South Dakota vocational agricultural instructors, suggesting that they delete any area headings from the submitted list that they thought would not be necessary in a proposed administrators' handbook. The vocational agricultural instructors who were selected all had not less than four years' teaching experience. Thirty-five instructors responded. Twenty-six instructors approved the entire list of 16 area headings.

Area headings four, five, nine, and 11 received no negative responses (Table III). These four responses were identical with those of the administrators. Evidently 24 administrators and 35 instructors unanimously admitted that these area headings should not be left out of the handbook. The writer feels, therefore, that these areas must be of extreme importance to both the administrators and the instructors and should be emphasized in the handbook.

At the bottom of the check-list (Appendix B), the instructors were also asked for suggested area headings not already included in the submitted list. No noteworthy suggestions for new area headings were made by any of the vocational agricultural instructors.

A questionnaire concerning the following area headings was sent to 39 vocational agricultural instructors:

1. Curriculum and Scheduling
2. Future Farmers of America
3. Adult Education
4. Travel Arrangements
5. Recreational Summer Trips
6. Summer Program
7. Superintendent's and School Board's Responsibility

Under these headings pertinent questions were asked in an attempt to establish these area headings as being relative to the establishment of a proposed administrator's handbook.

The results show that administrators seek the advice of the vocational agricultural instructors. Instructors feel that they have had sufficient training to enable them to give advice.

The Future Farmers of America as a unit have experienced difficulty in storing materials from group projects in their agricultural shops. Future Farmers of America is an integral part of the agricultural program and should be considered as being an inseparable part of the school. In a few cases the fund-raising campaigns and other Future Farmers of America activities have experienced some difficulty with the administration.

Evidently very few attempts have been made to establish adult educational programs. No difficulty has been experienced in getting approval to start a program. School boards and administrators are evi-

dently not opposed to an adult program, and allowing extra remuneration for the vocational agricultural instructor for an adult educational program is not a problem.

There is no standard plan or procedure for handling the transportation problem in most of the schools throughout South Dakota. The majority travel by passenger car, while some schools travel by bus. The transportation is financed by various methods: parents, student association funds, school boards, and Future Farmers of America funds. Only 10 instructors out of 35 are receiving remuneration for their expenses other than mileage while they are on extended trips. One-third of the vocational agricultural instructors contacted are in favor of summer recreational trips. Only one-third of the 35 administrators approve of the summer recreational trips. About one-third of the 35 instructors felt that there was no association between summer recreational programs and the over-all vocational agricultural educational curriculum. There is strong evidence here to support the fact that more study of this problem area should be done.

Many of the vocational agricultural instructors felt that it is necessary to sell the summer program of work. Forty-two per cent of the vocational agricultural instructors contacted felt that they were having difficulty in selling the community on the principle that the summer program is a vital and essential part of the vocational agricultural curriculum. One-third of the vocational agricultural instructors failed to turn in a complete itinerary and agendum of their summer program of work. This is vitally necessary if the program is to be successful. Most

of the administrators and school boards felt that part of their responsibility is to take an interest in the vocational agricultural program. One way that the administration can accomplish this is to accompany the vocational agricultural instructor on some of his trips from time to time. By doing this, the administrator and school board are in a good position to give the taxpayer a firsthand report on how his money is being spent.

RECOMMENDATIONS

Maintaining a well-balanced school program should be the primary aim of the administration of the school, and to do so requires a lot of skill. A constant change of vocational agricultural instructors in a school system definitely causes damaging results to the over-all vocational agricultural program. Training and adjusting of a vocational agricultural instructor is a costly, cumbersome job. If these problems are to be handled correctly, a clearer understanding is necessary between the vocational agricultural instructor, the administrator, and the school board. In order to alleviate this situation the following recommendations are made:

1. The sixteen area headings should be developed into an administrative handbook with reference especially to vocational agriculture. An area heading, "The Vocational Agricultural Instructor's Responsibility to the School Board, the Administrator, and the Community", should be added to the original list.
2. A constant effort should be made to acquaint the administrator, principal, and school board with the aims and purposes of the vocational agricultural instructor's program. A greater effort should be made by both the vocational agricultural instructor and the administrator to better acquaint themselves with each other's programs and problems.
3. A greater effort should be made by the vocational agricultural instructor to have the administrator, principal, and the school board attend various meetings, trips, and contests throughout the year.
4. The administrator should make a greater effort to promote better teacher relationships in his school.
5. Vocational agricultural instructors should make a greater effort to furnish the administration with an itinerary and agenda of his summer program of work. Further studies and surveys should be made through the teacher trainer and his department to see if any further

training in this area need be extended to the vocational agricultural instructor before graduating.

6. Further study is necessary to locate and understand the problems involved in integrating the Future Farmers of America into the over-all vocational agricultural program.

7. Further study is necessary to locate and understand the problems blocking the advancement of the adult program which is an essential feature of the original Smith Hughes Act.

8. Further study is necessary in order to make recommendations that will alleviate the transportation problem. This is a taxpayers' responsibility and a school board function to see that proper facilities are furnished to transport students.

9. Vocational agricultural instructors should be trained and advised to make their recreational trips more educational and less recreational. The writer suggests that the name be changed from recreational summer program to Future Farmers of America educational summer program.

10. Much work remains to be done, and certainly a study of contracts throughout the midwestern area would be feasible and advisable.

Critical days are ahead for the vocational agricultural program.

The vocational agricultural educational department at South Dakota State College must of necessity keep constantly alert to the shifting of vocational agricultural instructors. Any effort that will relieve this problem will be welcome. Developing a handbook that administrators and vocational agricultural instructors can both use will create and promote better relationships and understandings in the vocational agricultural field.

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APPENDIX A

SOUTH DAKOTA STATE COLLEGE
DEPARTMENT OF EDUCATION
STATE COLLEGE STATION, SOUTH DAKOTA

Dear

I am attempting to formulate a handbook for superintendents that will guide and give them some insight into the problems that arise in a school having a vo-ag department. It should serve the purpose of helping superintendents to establish departments in their schools and also help superintendents changing from a school that doesn't have a vo-ag department to a school that has a vo-ag department.

My intention in this letter is to seek out any information available at present in the form of a handbook or pamphlet that now exists.

If you have any information, pamphlets, or books in your department that will assist me in any way, I certainly would appreciate obtaining this material or information.

This is being done in partial fulfillment for the Degree of Master of Science at South Dakota State College, Brookings, South Dakota.

Sincerely,

James P. Harper
Graduate Student

We would appreciate it very much if you could send us any material you have available in the area being studied by Mr. Harper. We are in need of a guide for our school administration, so if you have material that you think we could use we would appreciate receiving it. Thank you.

Sincerely,

Stanley Sundet
Assoc. Prof. Ag. Ed.

APPENDIX B

Box 234
Volga, South Dakota
March 24, 1955

Dear Superintendent:

I am very much concerned and have been for sometime about the need for a handbook that can be given to superintendents who are changing from a school not having a Vocational Agriculture department to a school that has a vo-ag department, and to those superintendents that are contemplating the opening of a vo-ag department in their present school.

This handbook when completed will be available from the office of the State Superintendent of Public Instruction at Pierre, South Dakota.

In attempting to formulate such a handbook for superintendents that will guide them and give them some insight into the problems involved in opening a vo-ag department, it will be necessary to establish a need for the handbook by requesting certain pertinent information from superintendents of schools that have established a vo-ag department.

Therefore, I am enclosing a short questionnaire that I would like to have you answer and return to me at your earliest convenience.

This work is being done in partial fulfillment for the Degree of Master of Science at South Dakota State College.

Sincerely yours,

James P. Harper

APPENDIX B (continued)

QUESTIONNAIRE

The following is a list of topics that I feel will be a necessary part of the handbook. If, in your opinion, you think that any of the topics listed are unnecessary will you place an (X) in the square opposite that particular topic.

Example: 15. Setting up an advisory council..... X

These topics are not listed in any special significant arrangement.

- | | |
|--|--------------------------|
| 1. Legal aspects..... | <input type="checkbox"/> |
| 2. Physical plant..... | <input type="checkbox"/> |
| 3. Curriculum and scheduling..... | <input type="checkbox"/> |
| 4. Future Farmers of America (FFA)..... | <input type="checkbox"/> |
| 5. Supervised farming program..... | <input type="checkbox"/> |
| 6. Adult education..... | <input type="checkbox"/> |
| 7. Travel arrangements..... | <input type="checkbox"/> |
| 8. Contracts..... | <input type="checkbox"/> |
| 9. Field trips..... | <input type="checkbox"/> |
| 10. Recreational trips..... | <input type="checkbox"/> |
| 11. The FFA State Convention and Judging Contest.... | <input type="checkbox"/> |
| 12. Professional improvement..... | <input type="checkbox"/> |
| 13. Summer programs..... | <input type="checkbox"/> |
| 14. Superintendent's and school board's
responsibility..... | <input type="checkbox"/> |
| 15. Setting up an advisory council..... | <input type="checkbox"/> |
| 16. The principal's position..... | <input type="checkbox"/> |

APPENDIX B (continued)

In the following space provided would you please write in any topics that you feel should be included in this book that have not previously been listed.

In the following space provided will you list not more than five questions that you think would be the most pertinent in setting up a vocational agricultural program.

APPENDIX C

Box 234
Volga, South Dakota
August 23, 1955

Dear Vo-Ag Instructor:

I have compiled on the attached check-list a few pertinent facts that I feel will lend importance to the weight given any particular chapter in a future handbook that I am developing. This is being developed especially for superintendents who are concerned with a vo-ag program in their school system.

Will you please place an (X) in the appropriate square as per the instructions on the check-list sheet.

I have in no way coded the check-list to be returned. Therefore I will be unable to tell from whom the check-list is being returned. I hope that this will be an inducement to answer the check-list and questionnaire without reservation.

When you have completed both the check-list and questionnaire will you please place them in the enclosed stamped self-addressed envelope and place in the mail at your earliest convenience.

The questionnaire that I have attached is a check-list and questionnaire of suggested chapter topics. Will you please handle according to instructions.

Thank you.

Respectfully yours,

James P. Harper

APPENDIX C (continued)

QUESTIONNAIRE

Answer each question by placing an "X" in the proper square.

CURRICULUM AND SCHEDULING

1. Are you ever consulted by the superintendent or principal in schedule making? ___ Yes ___ No
2. Is your knowledge such that you are able to advise the superintendent and principal if you were called upon to do so? ___ Yes ___ No
3. Does the superintendent ever seek your advice or inquire about the vo-ag curriculum? ___ Yes ___ No

FUTURE FARMERS OF AMERICA (FFA)

1. Have your fund raising campaigns interfered with other units in your school system? ___ Yes ___ No
2. Is your superintendent opposed to group projects such as (a) 10 acres of potatoes, (b) planting a tree claim, (c) building a hog house on a member's farm? ___ Yes ___ No
3. Is your school board opposed to group projects such as listed in question 2? ___ Yes ___ No
4. Do your FFA activities interfere with other school activities? ___ Yes ___ No
5. Have you encountered trouble in storing group projects, supplies, materials, etc., in the ag shop? ___ Yes ___ No
6. Are you having a difficult time establishing the fact that the vo-ag class work and FFA are inseparable? ___ Yes ___ No

ADULT EDUCATION

1. Are you having difficulty in getting the superintendent's approval in order to start a program? ___ Yes ___ No
2. Do you feel that the school should give you additional remuneration for the adult program? ___ Yes ___ No
3. If so, do you feel that in seeking additional remuneration for the program that this is the main factor in the opposition to an adult program? ___ Yes ___ No

APPENDIX C (continued)

4. Does your school board and superintendent recognize the value and need of an adult program of education? ☐ Yes ☐ No

TRAVEL ARRANGEMENTS

1. Are you receiving mileage for extra trips such as the judging school at John Morrell and Co., the ag teachers' summer conference, and extra judging trips? ☐ Yes ☐ No
2. How are you transporting your boys to these events?
☐ By bus
☐ By passenger car
☐ By other
3. If you are traveling by car or other methods who is paying for the mileage?
☐ the parents
☐ the school board
☐ the student fund
☐ the FFA fund
4. As the vo-ag instructor are you receiving any extra remuneration for your expenses other than mileage? ☐ Yes ☐ No

RECREATIONAL SUMMER TRIPS

1. Are you in favor of these trips? ☐ Yes ☐ No
2. Does the superintendent approve of these trips? ☐ Yes ☐ No
3. In your opinion do these trips for recreation tie into the vo-ag program's educational aspects? ☐ Yes ☐ No

SUMMER PROGRAM

1. Do you think it is necessary to sell your summer program to the community, superintendent, and school board? ☐ Yes ☐ No
2. Has it been difficult for you to get most people to accept your summer program as an essential part of your job? ☐ Yes ☐ No
3. Have you ever turned in a complete itinerary and agendum of your summer program? ☐ Yes ☐ No

APPENDIX C (continued)

SUPERINTENDENT'S AND SCHOOL BOARD'S RESPONSIBILITY

1. Do you think it is desirable for a school board member to accompany you on some of your trips? ☐ Yes ☐ No
2. Do you ever invite the superintendent or principal to accompany you on your trips? ☐ Yes ☐ No
3. If so, have the board members repeatedly refused to go with you on your trips? ☐ Yes ☐ No
4. Has the superintendent or principal repeatedly refused to go with you on trips? ☐ Yes ☐ No

APPENDIX C (Continued)

QUESTIONNAIRE

The following is a list of topics that I feel will be a necessary part of the handbook. If, in your opinion, you think that any of the topics listed are unnecessary will you place an (X) in the square opposite that particular topic.

Example: 15. Setting up an advisory council..... ☐

These topics are not listed in any special significant arrangement.

1. Legal aspects..... ☐
2. Physical plant..... ☐
3. Curriculum and scheduling..... ☐
4. Future Farmers of America (FFA)..... ☐
5. Supervised farming program..... ☐
6. Adult education..... ☐
7. Travel arrangements..... ☐
8. Contracts..... ☐
9. Field trips..... ☐
10. Recreational trips..... ☐
11. The FFA State Convention and Judging Contest..... ☐
12. Professional improvement..... ☐
13. Summer programs..... ☐
14. Superintendent's and school board's responsibility... ☐
15. Setting up an advisory council..... ☐
16. The principal's position..... ☐